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What Can We Do To Be Saved?

This piece, though based on my talk at the annual CEA dinner in Detroit, contains substantial modifications. The revisions have been made for two reasons. First, conditions, people, and even statistics change so rapidly in Washington that a situation described in December may be ancient history by March. Second, whatever linguistic theory may prevail, my speech, as recorded on tape, meets no acceptable standard of written composition.

It is still my purpose to give an informal account of some of my experiences in the past six months that may be relevant to the problems facing our profession, the teaching of English. Since July 1, 1951, I have been a staff associate of the American Council on Education. The Council represents practically all the accredited colleges and universities in the country, many junior colleges, nearly all the regional and national educational associations, and a number of the large public school systems, such as those of New York and Chicago. The people in government know this. Hence those of us who are fortunate enough to be on the staff of the Council are called into conferences and offered opportunities for consultation at the highest level on policy decisions affecting education. Sometimes one picks up some rather interesting ideas.

One series of conferences that went on during the fall and early winter resulted in a document called *Education and National Security*. (Educational Policies Commission and American Council on Education, Washington, D. C., December, 1951. 60pp.) The two groups that jointly prepared the document—the Educational Policies Commission of the National Education Association and the Executive Committee of the American Council on Education—include some highly intelligent and well-informed people. General Eisenhower was a member, and made suggestions, both orally and by mail. There were President Conant of Harvard, Chancellor Heald of New York University, President Baxter of Williams College, Superintendent Jansen of the New York City School System, President Adams of the American Council on Education, Commissioner McGrath of the U. S. Office of Education, and twenty-three others. This publication offers me a framework for my remarks.

After studying the whole situation, they came to what is perhaps an obvious conclusion but one that is nevertheless worth restating. The problem, they said, divides itself into two main parts: helping to maintain armed forces strong enough to protect the Western world, and bringing to bear all available agencies and influences to attain permanent world peace.

With regard to the first part, military preparedness, the colleges are most seriously affected by manpower policies. I have had the privilege of attending conferences with Secretary Tobin, General Hershey, and several high officials in the Pentagon. Although predictions vary from time to time, there is general agreement that some time within the next year or two Selective Service will come pretty close to the bottom of the manpower barrel if current policies and practices continue. The young men reaching age 19 each month are not sufficient in number to meet the monthly inroads on the manpower pool. Therefore, unless new sources of manpower are found soon, we may have a serious cutback in college enrollments. The precise time when the full impact will be felt has not been definitely determined. It may be next September or a year from then, or even later. But there is general agreement that it will come.

The reason is that there are some 265,000 men at the moment in ROTC programs, of whom 200,000 are deferred. There are between 200,000 and 300,000 students—nobody seems to know exactly how many—deferred on other bases. Allowing for some duplication, there are still approximately 400,000 men deferred on college campuses. They constitute by far the largest pool of deferred manpower in the country. Therefore, the minute the situation becomes tight, Selective Service says, "We have to go to the colleges for men to fill our quotas."

Are there any other sources of manpower? If so, what are they? At this point let me shift the scene to a conference I attended recently in the Pentagon. The Committee on Educational Programs in the Armed Forces discussed the chief problems facing the Army, Navy, and Air Force in this area. Here are some of the facts that came out. There are some 300,000 men in this country who have been turned down in the armed forces, though physically qualified, because of so-called mental deficiency. For the most part, that simply means illiteracy. At least half of them could be absorbed into the armed forces if they could quickly be taught to read and write.

There is a considerable pool of manpower in Puerto Rico, also classed as illiterate because they speak only Spanish. They, too, could be taken into the armed forces if they could quickly be taught English. They number, according to some estimates, as many as 100,000. Similarly, there are several thousand men on Guam who are classed as illiterate because they speak a special Oriental dialect. Finally, displaced persons in Europe are now permitted to join our armed forces, but they, too, speak foreign languages and most of them need to learn English.

When all these facts are put together, the conclusion emerges that *the key to the solution of the manpower problem in a way to keep the maximum number of students on college campuses is teaching English to people.*

Many college English teachers will immediately reply that such teaching is at a very low level. We don't work down there. But our colleagues in the foreign language departments across the hall are working down there. They are teaching Russian to people who knew no Russian; they are teaching Japanese to people who knew no Japanese. And they have spent an enormous amount of time and energy and research in discovering new ways and inventing new gadgets to do it fast.

Perhaps we should at least look into this matter. In any event, I am convinced that if English teachers could solve that problem, they would be making one of the greatest possible contributions to national security and at the same time to holding up college enrollments. At the moment, according to the Army general who discussed the matter at the conference I mentioned, the best solution to the problem of teaching English to Puerto Ricans is to hire Spanish teachers and have them teach backward. Somehow that doesn't seem to be a final answer.

I come now to the second main point of the basic document, from which I quote two or three pertinent sentences.

There should be "much more effective communication to men everywhere of the achievements and the potentialities—the basic significance—of free society as we in the West understand it."

"Nothing, surely, is more important than to think through our historic role, and to circulate it throughout our own body politic by means of the incomparable new methods of communication we have created."

"We must coordinate the facts, turning them into the songs and the poems and the pictures which grip a people's heart, and thus communicate them to the spiritually and physically hungry world."

There, it would appear, is a double challenge to teachers of English, because we deal with the literature through which the ideas and ideals of the Western world have been expressed, and we attempt to develop skill in communication.

If one is to think through our historic role, to find the facts and principles we're talking about—those facts and principles underlying our free society that we want to spread, not only among our own people but to the other peoples of the world—where is there a greater body of source material than English and American literature? We deal with it every day. How do we use it?

My answer is a purely personal one. I speak for myself alone. I have tried to isolate the basic ideas about free society that I have picked up and to determine where I picked them up. Let me mention three.

One of them, which I take to be the faith on which all democratic government has to be based, is that if truth and falsehood, or right and wrong, are expressed with equal effectiveness before the people, the people will decide in favor of truth and in favor of the right. Where did I pick that up? Not in a course in English. I learned it in a course on Aristotle's *Rhetoric* given in a Department of Public Speaking.

Here is a second one: that expression of the truth must not merely be permitted, but must be legally protected. I learned that the hard way, by being forced, on short notice, to teach a course in the history of journalism. In one of the early sessions, I had to explain to the class the significance of the trial of John Peter Zenger in 1735. The English law at that time was that if you found a representative of the government to be a crook, and said so, the truer what you said about him, the greater the libel and consequently the greater the penalty. After

(Continued on page 6, col. 3)

Doggerel on Attitude

Please look at me! Aren't I
grand!
No sob of a slob am I, sir!
I'm just plain me, you understand.
For "It is I" I have no brief;
My native tongue I leave alone;
No rule's the rule is my belief.
My Anglo-Saxon well I know,
And thus my students all I teach
How modern English still does
grow.
Famed Churchill's *me* is my delight.
That's all I need to prove, you see,
The linguistician's always right.

A. BERNARD R. SHELLEY
N. C. State College of A. and E.
Raleigh, N. C.

A Word From The President

Anyone on assuming the duties of President of CEA naturally feels a deep sense of responsibility for directing the activities of the Association even for a year. Those of us who have watched the growth of the organization from the beginning are impressed by its greatly expanded usefulness in the recent past. A large share of the credit for seeing opportunities of helpfulness and for exercising good judgment about what has gone into *The Critic* is due our energetic executive secretary, Max Goldberg. Already his enthusiasm is being shared by committee members bent on making our organization something more than an institution that functions once a year during the Christmas holidays. An effort is being made to draw all parts of the country into this year-round activity. Your officers welcome sharing your suggestions with us. Are we overlooking any study in which the Association could do some significant pioneering? Your ideas are not only welcome, they are solicited.

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CEA: National and Regional

The Grass Roots Concept

The College English Association is a federation of regional units, and, as such, it encourages the distinctive individuality of each of these affiliates. It regards each affiliate as an autonomous entity developing within the generous framework of the CEA principles. The national CEA does not seek to impose a single, standardized pattern upon all its regional affiliates. On the contrary, it believes very strongly in the "grass-roots" concept of the growth of each of its units in response to local needs and local aspirations. Recent field trips have made vivid the refreshing variety of structure, program, and other procedure among our regional units. At the same time, there is a gratifying likeness of spirit among them, and a common concern for the ideals of our profession.

Membership in the national CEA is not a requisite to membership in any one of our regional affiliates. In fact, most of our conferences and meetings are offered as a service to the profession, and we try to be very liberal in welcoming to our conferences people who are not national CEA members. However, it is left up to the regional group to decide upon the requirements for membership within its unit and upon those who are invited to its conferences.

While the national CEA does not try to impose a single pattern upon its affiliates, it does, on request, cooperate with its regional units. The national office publicizes regional meetings and circulates, through *The CEA Critic*, reports of regional activities. In this way, the regional unit gains from the publicity, and the national CEA membership gains from the fresh knowledge of what is going on in different parts of the country and what professional colleagues in other sections are thinking and discussing. (Cf. teacher certification.)

Corrective to Provincialism

Thus, a corrective to provincialism and introversion is provided, as are new perspectives on local problems and practices. In his *Idea of a University*, John Henry Newman has declared: "There is no science but tells a different tale, when viewed as a portion of a whole, from what it is likely to suggest when taken by itself, without the safeguard, as I may call it, of others. . ." Something similar may be said about our regional CEA affiliates. As part of a federation, a given unit is encouraged to see itself from without, as well as from within; and, viewing itself from without, it gains a position from which it may assess its own efforts in the large, as part of a comprehensive whole.

Conversely, our individual members and our affiliates may be quickly alerted to urgent issues experienced locally, and may be encouraged to discuss these issues at regional meetings, the results of which may then be made generally available. Often, to define and clarify an issue is to help solve the problem posed by it—especially when the discussion is carried on in different local contexts.

Mobility and Flexibility

Speed in getting our members and affiliates to move in on areas of tension within our profession is made possible, to a great extent, through the informal and simple structure of the national CEA and the personal relationships maintained between the national office and its membership and regional leaders. There are no cumbersome committees, no wheels within wheels. Hence a minimum of time elapses between awareness of a problem and the mobilizing of thought and discussion, regionally, toward solution.

Example: the problem of our increasing numbers of "dislocated" teachers of English. Definitive reports will some day be published. Meanwhile, as Dr. Charles Odegaard, Director of the American Council of Learned Societies, has said: No one knows the extent of the damage and the outlook for the immediate future. By the time the definitive reports are compiled, they will be chiefly of historic interest: the situation on which they are based will have changed. Field trips for spot checking are urgently needed.

Reciprocal Benefits

Well, the CEA says, "All right. Let's start. Let's make some trips and spot-checks." That is what we've done. Result: Dr. Odegaard has commended the first report to emerge from these field visits, and he has expressed the hope that more will follow. He has given "all the moral sympathy in the world" for this good but sometimes disheartening work." This is an example of the mobility and flexibility of CEA, and of its readiness to act fast where urgent action is needed, both nationally and regionally.

There are indirect benefits, too, in the regional-national CEA relationships. In giving its support to the national CEA, a regional unit gives its support, also, to national CEA efforts which benefit, in the long run, the individual members of the regional affiliate. That is, in the long run, whatever the national CEA does to help solve our professional problems, to strengthen our professional status, to raise our professional morale, is a gain for each member of our profession in a given region. And the stronger the national CEA, the greater its contributions to the profession. This reciprocal relationship is very important.

Example: for years, the furtive method of job seeking and employee hunting at our professional conferences was deplored. People acted as though it were an indecent affair to have to hunt for a job or to be in search of teachers to fill job vacancies. The College English Association (national) decided to do something about this unwholesome situation which was bad for our profession. We proposed a Bureau of Appointments to "normalize" the whole business of job hunting and employee getting. With the endorsement of such leaders as William Riley Parker, we went ahead and set up our CEA Bureau of Appointments. Result: not only have we brought many job seekers and prospective employers together with mutually satisfactory outcome, but, in addition, we have provided a means whereby negotiations may be carried on openly, in an atmosphere of dignity and self-respect. The service is for the good of all. Strong regional affiliates increase the ability of CEA to render this and other services.—M. H. G.

Comments

"Let me assure you that I am always happy to be of any service to the CEA. I think you are doing a splendid piece of very necessary work."—Albert H. Marckwardt.

"You're the most peripatetic ambassador of sweetness and light I know."—William W. Watt.

" I return ————'s card, as promised, with the (to us) good news that he has accepted our offer of an assistant professorship here... Many thinks for your good offices." (Excerpt from letter to Albert Madeira, director, CEA Bureau of Appointments)

The Detroit meeting: Ralph N. Miller: "One of the best"... Harry Warfel: "The best of those I attended at Detroit—my own part omitted from consideration. We had a lot of fun and enough seriousness. I was impressed with Howes' talk on the general situation."...Richard L. Greene: "How successful and enjoyable a meeting... The panel discussion was a good show and certainly helped to dramatize the two different approaches to its subject. I hope very much that extracts from the tape recording of this 'debate' will be published in *The Critic*, not edited, but as spoken. Although the advantage in the result lay so decidedly with one side, the discussion really should be shared with the many who are interested and could not attend the dinner."

"I read and re-read your fine article, 'GHQ and Field Trip Notes' (Dec. *Critic*). I like your presentation of the situation. You have given material which constitutes food for thought and a starting point for action. It is time that the 'splintering process' be checked..." — Sister Aimee (College of Great Falls)

"Your field notes have given us that sense of belonging to the world, which we sometimes lose in our preoccupation with the papers on our desks."—Harry Warfel.

Motto for Feb. *Critic*, proposed by Robert Withington: "(ultimately) from Byron—'Let Joyce be unconfined?' (I did not say 'unrefined'.)—If you translate Joyce into German, you get dangerously near Freud."

"I always look forward to *The Critic*; It is both stimulating and helpful."—Pauline White (Franklin College).

"I have enjoyed *The Critic* as a medium of expression for English taechers." — Wilson O. Clough (Wyoming)

"I must say *The Critic* is booming, and I have had several occasions to refer information in it to members of our own staff. Keep up the good work."—William A. Owens (Columbia)

"I look forward to each issue of the *CEA Critic* and hope for a Chap Book."—Mary Jane Loso.

W. C. Korfmacher (ed. *The Classical Bulletin*), writes: "Thank you for your continuing work with *The CEA Critic*. Your fields and mine continually converge. This is as it should be." . . S. Stewart Gordon cites *The Critic* as indicative of the growing interest of college teachers in teacher training. *The CEA Critic*, he notes, "carries lively debates on the teaching of English and reports of meetings on this subject held throughout the country." (*The School Review*, LIX (Nov. 1951,) 446) in "Educational News and Editorial Comment.")

The Humanities Course

Being myself a man trained according to my generation in literature and philology, I had felt equipped to do a reasonably good job of teaching in those fields. Then along came the idea of General Education, which seemed not only innocuous but positively beneficial to the student and a boon to the English teacher, for it was the thing he and the arts men and the music men had to offer that was really lacking to round out the education of our youth and give them a good general education before they became specialists like ourselves.

I had not yet envisioned the economy package by which one college teacher would give the students an introduction into literature, art, music, philosophy, history, and the combined arts (theater, cinema, the dance). Where could be found the man who could deal with all these fields? As I mulled over the impossibility of the Renaissance "universal man," I found myself one of four teachers offering a fully integrated course in the humanities—and liking it. We are now in the midst of the second semester of that course and I have learned many things, to wit:

1. The students like it. 2. We like it. 3. A man is not a charlatan if he does not pretend to knowledge he doesn't have. 4. The English teacher has always been interested in the other arts and has mentioned them casually as they fitted into his teaching; it is now a matter of increased emphasis. 5. The other departments whose territory we are invading will not resent the intrusion; on the contrary, they will cooperate in every way, for they recognize that we are offering an introduction to their field of study that might otherwise be wholly neglected, and that the student who once sniffs the rarified air may wish to inhale more deeply.

Besides the regular class work, we encourage attendance at major attractions in the fields of literature, fine arts, and music at the college, and take occasional field trips to nearby large cities for art exhibits, dramatic productions, and so forth. The four teachers engaged in the work are getting some in-service training from the staffs of the fine arts and the music departments. Since the college is one of those engaged in a cooperative study in evaluation under the auspices of the American Council on Education, we have a representative in the Humanities group of that organization and learn much from meeting with other teachers in the humanities. Our Humanities group of teachers meets weekly at the home of one of the teachers for an informal discussion. There, freed from the committee-meeting atmosphere of the office or classroom, and joined by the head of the department, who is equally enthusiastic about the project, we spend a pleasant evening and find that rather incidentally we have gotten much planning done.

WALTER PENNINGTON
Kansas State Teachers' College

International Relations Our Job Too

In a work group on International Relations in Education at the recent meeting of the National Commission for UNESCO, Robert Fitzhugh found himself surrounded almost completely by social scientists who seemed to feel that international relations was their specialty, and that it was primarily a study of "foreign countries." Expiring President Fitzhugh was moved to speak as follows:

"It seems to me that this business of international relations is a two-way street. We must understand foreign cultures, certainly, and take things from them. But we must also try to let other peoples come to understand us and gain in the experience. And to be successful in this two-way traffic, we must, among other things, know ourselves.

"The study of a country's formal organization, its constitution, and government, and laws—even its history and scientific development—is much like the study of a map. But to know a people, really to know ourselves, we must have a sense of the national spirit. This comes best, of course, from living with a people, and second best from their literature. It must really be a combination of both.

"There is a widespread notion abroad that we Americans are totally materialistic. We here at home know that is just one side of us. We know that we are also chronically idealistic. One important characteristic of Americans is the tension set up by these conflicting forces. If we want to understand ourselves, and help others to understand us, what can we do better than turn to *Babbitt*, to mention one example. Many feel that Babbitt is merely a crude materialist, a 'typical business man.' But the theme of the book is the struggle in George Babbitt between his materialism and his idealism. It is that which makes the book so revealing and characteristic a statement of the American way.

"The crusading force of Puritanism is still much a part of us, but we are also earthy, pleasure-loving, full of humor. Who can understand us who does not understand why Mark Twain is so popular among us? Answering this question will tell us much about ourselves.

"Unless we work into our education for international relations an attempt to understand the spirit, the basic feelings, the quality and character of a people, we remain on the surface, and our efforts are futile. It should be an explicit function of our courses in literature to help make Americans know themselves, to help them to understand other cultures, and to increase international understanding. There is nothing new in this idea, but little is done actually to give it vitality. Departments of English and other literature are at present pathetically isolated, sterile. They have much to contribute to international understanding, and what better aim could they pursue? They should be drawn out, shaken out; otherwise they will continue to produce theses on God knows what."

A Perennial Plaint

"The complaint that many graduates of our schools and colleges write their native language badly is chronic and widespread," writes Strang Lawson in *The English Record* (quoted in *What the Colleges are Doing*, January, 1952.) He ventures the opinion, "Of course there is something wrong."

To my mind, as far as the English teacher's performance is concerned, nothing is wrong at all. When a student is permitted to go through high school and college without studying any foreign language ancient or modern or even gaining any great familiarity with the English Bible, it is quite reasonable and proper to expect that he should lack facility in literary expression. This is particularly true if his family background is not one of culture and he takes no interest in literature. As long as the public who supports our colleges regards them chiefly as occupational training centers, this condition will persist.

Writing recently of the classics in the *Phi Kappa Phi Journal* (December, 1951) Garnet Douglas Percy remarked: "In England and America a good prose style was essential to success, and the production of such a style is a difficult matter. In the classical period, the method used to promote it was translation, especially from Latin to English and from English to Latin."

Now a writer who has studied the Orations of Cicero will certainly never again be quite oblivious to elegancies of style or the value of rhetoric. But if in the urge for modernity we cause our student to study the masterpieces of French, Spanish, Italian, or German literature in the original, he will still become conscious of the value of language and some of the effective varieties of expression in his own tongue.

Yet now we do not even do that; and there are actually colleges in our land granting a Bachelor of Science degree with a major in English and not requiring any foreign language or literature courses in college at all. If the graduates of these institutions take the required courses in Education, they can presumably be certified as teachers of English in our public school systems. What have we then but the blind leading the blind?

No, mass education does not mean literary proficiency on the part of the masses, and it never can. A man may teach himself to write as Franklin did or as Lincoln did; but no amount of compulsion can make an unwilling oaf use the English language with accuracy or elegance.

Does the following quotation have a strangely familiar ring?

"Every year our most advanced institutions of learning have declared that men come to them radically unprepared to profit by a university education. The freshman and sophomore years have in consequence to be largely given over to the vexatious and wasteful endeavor to teach men what they should have learned at school. Of this state of things the recurrent complaint that undergraduates cannot speak and write the language to which they were born is a single symptom."

Does this sound like *The CEA Critic* in 1952? It does indeed. But who wrote this, and when? It appeared in *School Boy Life in England*, written by John Corbin and published in 1897. For fifty-five years then the same complaints have been uttered. Conceivably the situation might arise from the democratic contempt for precise speech, what James Truslow Adams called "The Mucker Pose." But whatever the reason, the state of affairs still remains that has existed for over half a century. The larger percentage of our youth now attending high school and college has only accentuated it.

I for one am not greatly concerned about this complaint; and least of all do I blame that conscience - stricken individual, the English teacher. What I am concerned about is a national attitude that accepts shoddiness in speech and writing as the desirable democratic norm, that thinks that winning the game is more important than sportsmanlike conduct, and that tolerates political chicanery and violations of public trust as the inevitable prerogatives of practical politicians.

R. BALFOUR DANIELS
University of Houston

Wiener's *Human Uses of Human Beings* is worth following up sometimes, by somebody, I think. Wiener is professor of mathematics at MIT, and a well-read man. He ties into English departments with gusto (as indeed he ties into every other aspect of his subject), and it seems to me that he makes some pretty valid points about our occasionally toplofty "acidity" etc. etc. At the same time, he ought to be answered, I think. The function he rather glibly assigns to English departments (that of being "protectors of culture" can't be fulfilled within the present framework and Wiener ought to know it, or anyhow ought to be told if he doesn't know it. He probably does. I gather that MIT is doing some surprising things with its curriculum these days..."

JOSEPH JONES
Univ. of Texas

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I Flinch for Mr. Lloyd

The congratulations and thanks of those who respect the English language, and are concerned for the dignity and well-being of our country, are due Mr. Barzun for his reply to "Snobs, Slobs and the English Language."

So the state of our English (already disgracefully low, largely through the practical suppression of Latin, and the overcrowding of the curriculum with subjects that do not minister to the health of the basis of all general education, namely a dependable language) is to be brought still lower by the very teachers of English, who are to keep hands off their own subject, abdicating from their hard-won knowledge in favor of the intuitions of an all-wise populace gifted divinely in the use of tongues.

Such, if one can presume to understand so swampy a thing, is the substance of the *plaidoyer* of Mr. Lloyd. But that our college and university sophomores, juniors and seniors think universal suffrage is mankind's pain, that a reactionary is one who reacts properly, that corporal punishment is punishment of a mild nature as compared with capital which is much more severe (though the culprit still lives on)—these typical, automatic conceptions of the undergraduate are, to say the least, somewhat less than divine.

As I read his essay, linguistically worthy of a better cause, and as the bludgeon strokes of Mr. Barzun descend, I find myself flinching *for* Mr. Lloyd. But he himself does not flinch; and, aided by an uncommonly facile pen, he will undoubtedly continue his dangerous *laisser-aller*, hail-to-the-indolent teaching and preaching.

Confusion (I mean *more* confusion) to professors of English who think like Mr. Lloyd!

A. M. WITHERS
Concord College
Athens, West Virginia

(Reprinted from The American Scholar, Autumn, 1951)

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The Meeting of East and West

Teaching at the University of Hawaii is an interesting experience. The University is, I am sure, unique. Far out in the Pacific, it immediately makes one conscious of the Far East. Japan, China, Siam, the South Sea Islands, all thousands of miles away, seem immediate neighbors. Before I went I had never even heard of the Trust Territory, the United States' latest educational adventure; it is a familiar term at the University, and half a dozen of the instructors I met, had been to all the important islands it includes. Two or three years ago the University held an important philosophic conference attended by a large number of oriental philosophers, echoes of which still reverberate. This spring the Theater Group put on a translation of a Japanese Kabuki play, *The House of Sugawara*, with a cast mainly, perhaps entirely of orientals; it was one of the most impressive college plays I have ever seen, and the most unusual. Dr. A. Grove Day, chairman of the department of English, is co-editor of a varied and intriguing anthology of Pacific literature, *The Spell of the Pacific*. The hope of the President, Dr. Sinclair, to make the university a center of Pacific culture, a two-way gateway between East and West, is being realized. Any one teaching there cannot fail to be stimulated by these varied opportunities.

Somebody has called the campus the Rainbow Campus because its 4500 students represent many different races. One spring event was a Beauty Contest in which seven different racial groups competed, each represented by five charming girls. I doubt if any school anywhere else could put on such a show. So far as I observed or heard the various groups of students form an harmonious and friendly student body. The Japanese seemed to be the most active and successful in the student elections, which were more festively and ardently carried on than I have seen elsewhere. I have heard unofficially that three-fourths of the students are orientals.

Some of the students come from the mainland, but most are products of the islands' educational system, administered not by local boards but by the territorial department of education. In consequence all schools throughout the islands theoretically have equal equipment, follow the same curriculum, and use the same texts; teachers of the same rank have the same salaries whether they teach in Honolulu or in remote villages.

Yet even in Honolulu there are naturally differences; for instance, one of the high schools expects for entrance a greater familiarity with English than do the others. All instruction is in English, but I was told that at the grade school level Pidgin outside of school even among the white students is the only socially acceptable speech. For students who at home speak only some other language the linguistic difficulty is a real one, both in speech and writing. The undergraduates I taught were all juniors and seniors and showed no such handicaps, thanks, I am sure, to the personal attention they had received from the instructors in English and speech. The orientals have one distinctive advantage when they do speak English; in a program of original plays an all male cast was noticeable for the euphony and attractive rhythm of its speech.

My work was all in literature, and my main difficulty was that of the difference between my own background and that of my students. I knew very little of theirs, and as for my own and that of the Elizabethan literature which I was teaching, what should one do for students who, to choose a single item, have no experience of the change from winter to spring? On one point I found unexpected support: the English skylark has been successfully introduced into the islands, and at least on the Big Island (Hawaii) was common enough to attract my attention. So far as literary preparation goes the students had had about the same reading experience as those in similar classes on the mainland. One circumstance did bother me a little, and some of my more experienced colleagues said they had the same difficulty. The Caucasian students asked questions freely, but the orientals seemed to have too much deference for teachers to question or to object. I am not accustomed to such respect and it was rather disconcerting.

The graduate students in English were all from mainland colleges and universities, and were working either for masters' degrees or only for their own satisfaction. The library is especially rich in books about Hawaii, of which there is a vastly greater number than I had dreamed of. Some of the novels, short stories, and factual accounts are especially interesting.

I have sometimes thought that we on the mainland are at a disadvantage because so much of our cultural life centers in New York. We need more regional independence. Hawaii by its distance is largely dependent for much of its entertainment on its own efforts, and it has a distinctive enough character in history, native culture, and natural settings to encourage originality.

Besides the activities of the university, Honolulu has an alive art museum, a symphony orchestra, two or more groups of community players. Several authors known on the mainland live on the islands. The natural surroundings encourage research in geology, biology, and chemistry, as well as in the native traditions and folklore, and the distinctive demands in labor and management for the principal crops — sugar and pineapples — and the peaceful living together of people of many races, religions, and diverse customs provide an unusual sociological and economic laboratory for practical observation. And I have omitted the opportunities for sports since these are sufficiently exploited in the advertisements for tourists.

To teach in the islands even briefly is to receive a real stimulus and a broadened interest.

GEORGE F. REYNOLDS
Boulder, Colorado

(Dr. Reynolds has returned from serving as visiting professor at the University of Hawaii.)

Middle Atlantic CEA

Meeting: College Park, Md., May 3 Pres. Carl Bode (U. of Md.); Sec'y-treas. Joseph Hendren (W.Md.)

This Guy Lloyd: A Reglar Oprator

I think that guy Lloyd (or however you pernounce his name) reely had something when he wrote that stuff about standids of speaking English. I guess most of us 100% Americans would side in wit him 100%. Because, you know, there's a kind of guys, like this Barzoon, that's always going around telling guys like me that we don't speak correct.

Who is this guy Barzoon, anyways? He sounds like some kind of foreigner to me—even a comnist, maybe. So who is he to go around telling guys they don't speak correct. Somebody ought to tell them slobs about democracy. Who's in the majorty anyways, him or me? They's guys that talk like me all over the place. Step in any gym in the country and you'll find plenty of guys that talks like me. This country is lousy wit them. I bet I got him outnumbered two to one—this Barzoon I mean. And ain't it the majorty that sets the standids in this country? If it ain't, teacher told me wrong.

Now, this Lloyd (or whatever his name is), he seems to be more like a reglar oprator. He don't go around correcting nobody, not even a snob like this here Barzoon. He caught onto the idee already that they is diffrent kinds of standids, and if a guy like this here Barzoon comes along wit his comnistic idees and wants to pop off about Lloyd and me, Lloyd ain't afraid to pop it right back to him and tell him what a snob he is, coss guys like Lloyd and me, we don't care whether nobody says we don't speak correct, coss him and me is in the majorty anyways, and if the worst come to the worse, we just as soon even put the F. B. I. on him, so let him and the rest of the snobs look out.

DEAN B. LYMAN, JR.
Adams State College
Almosa, Colo.

National CEA Meeting
Boston, Dec. 1952

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Courses in World Literature
Plato and Pineapples

In the past ten years, courses in World Literature have increased astonishingly in number, and bewilderingly in variety and aims. There are enough such courses taught at enough American colleges and universities amid sufficient confusion to justify argument. Here are some of the points worth arguing about.

First, few of these courses include "World" literature. What is usually covered by such courses is literature of Western Civilization. The Bible and a Russian novel or two are the closest most lists of so-called "great books" ever come to non-Western literature. Obviously, to be worthy of the term, courses in "world" literature must be broadened.

Second, these courses often include books that are "literature" only by Procrustean extension of the word. Euclid, Newton, and Faraday, for instance, are hardly to be justified on literary grounds, and Darwin's *Origin of Species* at best boasts clarity as its chief literary virtue. In miserable translations now generally available, other so-called great books lose whatever literary values they had in their original tongue. If such courses are to be taught to impressive numbers of students, fresh, literary, and *CHEAP* translations must become generally available. The new Cervantes translation, for instance, might as well be non-existent to a student who has 15 to 20 other books to buy for a single course in world literature.

Third, instructors who boast of multiple aims achieved in their courses are probably fooling themselves. Among the great variety of aims cited in various college catalogues, four predominate: 1) literary (appreciation of individual books); 2) historical (the chronological sweep of great ideas); 3) pragmatic (applying great ideas of the past to present problems); and 4) integration (providing students with a pattern into which to fit all else they learn in four years). The instructor who truly achieves one of these has done a great thing. To attempt several is heroic. To claim all is self-flattery.

Fourth, to have students read too many of the great books in a single semester is a labor of love well-lost. How many equal a "few" may vary with local conditions, but surely ten to twenty books a year are more than enough for the ordinary student who takes a single course in world literature as part of a five or six-course load each semester. We can keep our students' noses to the grindstone just so long, and then they grow pencil-thin and babble of greener fields.

Fifth, all students should be required to take these courses. They are stiff courses, severely demanding of the student's time if they are properly done. To expect a student to elect such a load, when he is already staggering under four or five required courses that eat up his study-hours, is to be as naive as the teachers of science say we are. No matter how charming, witty, nay brilliant the instructor of world literature may be, he is also a mental babe if he expects chemistry majors voluntarily to flock to his course when (if?) they have a free elective. Besides — if Physical Education can be required of all students, then surely a little knowledge of the world's great books can be, too!

Sixth, the books chosen for such a course should be served up variously. Like pineapple, which comes whole, sliced, and in chunks. Serve the books whole wherever possible. But where a book slices nicely (Plato's *Dialogues*, certain books of Aristotles' *Ethics*) serve them sliced. Where the whole is too much to be digested quickly, and the taste of some is much like the taste of all (*Don Quixote*, Plutarch's *Lives*) books may be served in selected chunks. A fourth way of serving pineapple is best avoided in serving books: crushed.

Seventh, offer the course on the junior-senior level, if only one such course can be offered. Only in the last two years (if ever) will students be able to read intelligently and think with any clarity. It is good to present students with a pattern (called integration, sometimes) in their first year. But we must not think that this means that they can knit — or have any wool. Wool-gathering is a four year proposition in most colleges.

Finally, it doesn't seem to matter too much from what department instructors for such a course are taken. All over the country, various colleges provide successful courses taught by philosophers, language instructors, fine arts people, and teachers of English, to name but a few. Even the background of the instructor is not so important as his personality and ability. Dr. J. G. Gray of Haverford speaks for many of us who teach such courses when he says: "I attribute success [in my course] partly to my own ignorance." The instructor who realizes he is no expert in philosophy, religion, biology, history, et al. has a great invitation to learn with his students, to remain fresh and inquiring and enthusiastic. With a little effort, we can be the best students in our class.

These are some of the arguments now raging over courses in world literature. Deliberately enough, I have presented only one side of each argument. There is another side to each, which *THE CRITIC* will no doubt be happy to hear.

Perhaps we can agree on one point, however. Courses in world literature are enjoying enormous growth. As English instructors, we should be proud, pleased, and enthusiastic that we have been chosen to play such a great part in this growth.

ROBERT M. COOPER
Roanoke College
Salem, Va.

(*Digest of paper given at CEA meeting, Richmond, Va., Nov. 17, 1951*)

In commenting on Dr. Cooper's paper, "The World Literature Course," Dr. Wm. Stanford Webb presented a different approach to the general problem. At Randolph-Macon College a solution is being worked out at the divisional level, with the appropriate instructor carrying the full semester's course. Beginning more than a decade ago, the English and Greek professors set up a combined course, elective for juniors and seniors. In the fall semester, classical drama in translation; in the spring, a course in English drama. The next year in the fall, classical epic; in the spring, Milton. Each year in the spring, Greek culture. All or any one of these courses were acceptable for the English major.

Two years ago, the plan was considerably expanded. At the same hour as the Greek courses, the professor of Latin offered in the fall Roman history; in the spring, Latin literature in translation. Through this chiastic arrangement multiple choices are set up. A student may follow Greek or Latin civilization throughout the entire year. If his tastes are literary, he may read Greek literature the first semester and Latin the second. If his interests are historical (he may be a history major), he can be concerned with Roman history the first semester and Greek culture the second. Or he may combine any of these with appropriate English courses.

This fall a one-semester course in German culture is being given by the professor of German; in the spring a similar course will be offered by a professor of French.

The integration of these courses comes not so much through similar headings in a formal outline as through building up among the several instructors a community of spirit. Of incalculable value here has been a group called the Playboys. It consists of the members of the Division of Language and Literature and of interested professors from Science and the Social Sciences, meeting nine times a year for a full evening of discussion, each time under a different leader. Dante's *Divine Comedy*, Goethe's *Faust*, I and II, and nine plays from Gassner's *Treasury of the Theatre* absorbed the first three years. This year three more plays and Milton's *Paradise Lost* (one of the three books required this year for junior-senior reading) will keep the group alert and learning. Through this, the undergraduate student profits, since in courses in translation he is taught not only by the man best qualified but at the same time by one who is keenly and actively concerned with important literature in allied cultures.

Bulletin Board

The first annual session of the Tufts College Writers Workshop, to be held on the campus June 30 to July 18—with the handsome Crane Library and adjoining classrooms and offices in Miner Hall as headquarters. John Holmes is the Director, and will run the workshop in poetry. Robeson Bailey, formerly associate professor of English at the University of Oregon and head of the advanced writing program there, will run the fiction workshop. Emily Flint, managing editor of the *Atlantic Monthly*, will run the workshop in non-fiction. The plan is to stress the workshop rather than the writers' conference procedure: "We intend to discuss student mss. and have the students actually revise and write during the three weeks of the combined workshops. Each group will meet five days a week for three weeks, with additional and intensive individual conferences each day. Three credits will be given college undergraduates, and though we hope and expect a good enrollment of older people, teachers and amateurs, we cannot offer graduate credits. The fee for each workshop is fifty dollars."

The Department of English of Purdue University will sponsor an English Language Workshop again this summer. The dates are June 9 to June 27. The fee is $25 for both visitors and students wishing 3 hours of graduate credit. The outside consultants will be Prof. Priscilla Tyler, Supervisor of Student Teaching, Western Reserve University; Prof. Harold Allen, University of Minnesota; and Prof. A. H. Marckwardt, University of Michigan. The workshop deals with descriptive grammar, usage, elementary linguistics, and teaching of composition. For details: Russell Cosper.

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On Teaching E. A. Robinson

The aim of these remarks is to point out certain special difficulties in teaching Robinson's poetry, whether to elementary or advanced students, and to offer some tentative suggestions as to how these difficulties may be minimized.

One obstacle is that Robinson's biography is so unsensational. When one is teaching unsophisticated students, especially, a poet's life story is often an effective means of arousing interest in his poetry, which of course is the important thing. But when Robinson's biography deviates from the ordinary pattern, it does so in the direction of the undramatic. The poetry, on the whole, must stand by itself.

A more basic problem is Robinson's obscurity. Students relatively unversed in poetry will be repelled by his refusal or failure to tell them plainly what he is getting at. On the other hand, those who have acquired a taste for highbrow verse will be baffled because the refusal is accidental and not deliberate, because Robinson does not obviously challenge his readers' ingenuity with myths and allusions in the manner of Yeats and Eliot. There are, however, plenty of poems—and good poems—which ought to be intelligible even to the uninitiated; and the obvious strategy with beginners is to concentrate on these—on pieces like *Miniver Cheevy* and *Mr. Flood's Party*. As for those students who like to look for a challenge in poetry, they may perhaps be helped to find one in the fact that Robinson's obscurity, in essence, a reflection of his sense of the elusiveness, the ambiguity, the non-rationality of life itself; he presents us (as a rule) not with puzzles but with mysteries.

Another objection of sophisticated students may be that Robinson writes in traditional meters; the use of irregular, unexpected, broken rhythms seems, in contemporary poetry, to reflect the temper of the time. It may be said, however, that Robinson's simplicity is deceptive, and it may be shown that the movement of his verse is adapted to the matter with a skill whose subtlety no analysis can exhaust. *Eros Turannos* and *The Town Down the River* are good examples.

A fourth difficulty is allied to the one just mentioned—the plainness and directness of the language that Robinson often uses. The uninitiated will miss the decoration that they think of as being appropriate to poetry; the initiated will miss the excitement, to which current poetry has accustomed them, of meeting bizarre words and images. The solution in the first instance is again a matter of selection, since Robinson's work does not lack poems laden with the traditional verbal and rhetorical riches of English verse. To the second group it may be suggested that there are different kinds of poetic beauty, and that some lovers of poetry find the most absolute satisfaction in the most absolute simplicity.

A final possible difficulty is that in many poems Robinson is concerned simply with character portrayal for its own sake, whereas we expect to find a modern poet either giving expression to some intensely personal emotion or describing what he believes to be a universal condition. But if it is true (and perhaps few teachers or students would care to deny it) that the rise of Western civilization, the appearance of all the values we say we believe in, has been inseparably linked with the concept of the reality and the supreme worth of the individual human being, then certainly we should be moved by Robinson's compassionate portrayal of men and women who, though often bewildered and betrayed, never lose their unique identity.

ELLSWORTH BARNARD

Dr. Barnard is the author of the recently published Edwin Arlington Robinson—A Critical Study [*Macmillan, 1952*].

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JOSEPH N. ULMAN, JR.
Massachusetts Institute of Technology

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Bulletin Board

The 1953 Annual Reading Institute sponsored by The Reading Clinic, Dept. of Psychology, Temple Univ. (Phila. 22, Penna.) will be held February 2-6, 1953, inclusive. Theme: Curriculum Approach to Reading Instructoin. For information on Reading Clinic services, write: Emmett Albert Betts, Director.

Background of English History and Literature, announcing a tour of England, Scotland, Wales, with a short visit to the Low Countries and Paris, under the leadership of William S. Knickerbocker (Emerson College). An Intercollegiate Tour (419 Boylston St., Boston, Mass).

India Arts and Drama, Traveling Seminar No. AEI — 40, "Drama, Music, Dance, Puppets," Summer, 1952, June 29-Aug. 24; Leader: John D. Mitchell, professor of Speech, Manhattan College, New York. For information: Affiliated Schools and Seminars for International Study and Training, 54 Broadway, New York 6, N. Y.

What Can We Do To Be Saved?

(*Concluded from page 1, column 4*)

that trial, the law in the colonies, at least in terms of enforcement, made the truth an absolute defense against libel. It is perhaps unnecessary to conjecture what the situation might be in this country today if the Old English law still prevailed. My point, however, is that I became aware of this principle not in an undergraduate English course, but in a journalism course after I had left college.

I present the third, which is of special importance in this election year: that if the people have a choice between following a leader who courageously upholds high moral principles and another leader whose ideas and actions are governed by political expediency, the people, in general, in the long run, will follow the leader who stands for sound moral principles. Where did I get that notion? From a course in argumentation, where we made an intensive study of the Lincoln-Douglas debates.

In sum, I cannot recall, although I had a major in English in college, learning from those courses a single general idea about the American way of life that I can now identify. Perhaps my experience is unique. I devoutly hope so. But the fact that it could happen even to one person may give us food for thought.

To be more specific, on what basis do we select the readings for our English students? Matthew Arnold said that we should know the best that is known and thought in the world. He did not urge that we concentrate attention exclusively on what has been *said best*. Some of the best things that are known and have been thought are not expressed in the style of Walter Pater, but they are still important. I would suggest that many fine writers, whose outpourings clutter our books of selections, have lavished their art on relatively trivial matters. It is my conviction that there could be a considerable change for the better in the content of English literature courses without in any way impairing the attainment of legitimate objectives. After all, even Coleridge wrote about liberty as well as about the aeolian harp; and one can learn much about the craft of the poet from studying either.

Turning now to the other major area, communication, are we doing all we should to teach our students to convey their thoughts to others in real life situations? The Freshman English theme, for example, as I knew it in college more than thirty years ago, has always seemed to me one of the worst devices ever employed to teach anybody to do anything practical. From the report of my older son, who is a college freshman this year, I am led to believe that the theme, as I knew it, is still in use. Yet many years ago George Pierce Baker, among others, was lamenting its limitations. As I recall his essay, he told how, after bringing an entire class up to what he considered a satisfactory standard of proficiency in English compositions, he found that at the end of the course, when writing letters home, they made precisely the same mistakes they made before, because they saw no conceivable relation between this little compulsory class exercise and any kind of communication used in real life. I know there are better ways to teach writing, because I have reviewed books that explain them, and I have used them myself in the classroom. I have no way of knowing what the general practice is across the country. I merely suggest that if the fate of the nation may depend on the facility with which we communicate ideas to one another and to people in other lands, the development of skill in speaking and writing becomes a project of very great importance and may deserve further critical scrutiny.

What I have been trying to bring out, more than anything else, is an attitude of looking toward the future. It is so easy to plod along in the same old rut, while world conditions change with great rapidity around us, and wonder, "What's going to happen to us?" I can think of no less rewarding way to live. Let's approach from a different direction. Let's say, "Since these are the conditions we face, and these are the things that have to be done, what can we do to help?" If we answer that question, and take appropriate action, we won't need to worry about the security of our jobs. We'll be so important to the welfare of society that they will *have* to keep us on the job.

RAYMOND F. HOWES
Staff Associate
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English Majors For Business and Industry

At Michigan State College, the Department of English has become increasingly aware of a new trend in the placement of English majors in industrial organizations. Personnel representatives from major American industries such as U. S. Steel, Michigan Bell Telephone, Youngstown Sheet and Tube Company, and The Great Lakes Steel Company recently have sought more and more English majors for positions which provide training for executive and administrative positions in their respective companies.

In order to meet the demands of industry, the English Department has expanded an already-existing program which aims at continuing inter-relationships with all persons graduated with majors or minors from the Department. At the same time, a major-minor combination has been worked out with the Department of Business and Public Service which provides for sound and intensive training in English. These steps have been taken in an attempt to aid and advise English majors and minors (those still in college as well as those who had already graduated). A program of cooperation with public school teachers of English has further strengthened the aim of the Department of English to do all in its power to provide the best possible training in the field of subject-matter which personnel men from industry have newly discovered has given to students the "know-how" which industry needs in the crisis it now faces.

Intensive work in English, the personnel men agree, gives students the "know-how", as well as the "know-why" and the "know-what", which businessmen find necessary for all persons in administrative or executive positions. The personnel men further stress the need for intensive work in the field, and they indicate that there seems to be a direct correlation between the intensity of concentration and the "know-how" in quick comprehension in reading, writing, and thinking so necessary for any person who directs the efforts of industrial workers. Further, personnel men stress the fact that people who have done intensive work in English have developed the ability to use imagination in their work in business. This skill businessmen realize is of increasing value.

The value of intensive training in English is not limited to college graduates, but is of equal importance to secondary-school graduates, especially those who go directly into industrial work. The importance of mastery of language skills to high school graduates has been demonstrated by General Motors in its school for training foremen. In that school, young men serve as apprentices on jobs in the factory. After a period of work, the apprentices attend English classes where they learn to write accurate explanations of the jobs they have been doing. When they have succeeded in producing accurate expositions, they are assigned to more complicated jobs. The process continues until they have learned to explain with accuracy and clarity every job in a particular department. Then, and not until then, these young men are fit material for training as foremen in factories. It is significant that their fitness for more lucrative jobs depends upon their ability to use language accurately. The implications for teachers of English in secondary school is clear. Accurate, intensive knowledge of language skills must be taught in the high schools if young men and women are to learn the "know-how" which industry requires for those persons who are to be leaders.

These things have been known to English teachers since English as a discipline began to be recognized. And the further realization by industry that intensive training, that the use of imagination, that clarity of expression reflects clarity of thinking, are significant results for which those of us who teach English have long hoped. With the beginning of a trend by business to select English majors for positions which lead to top-flight jobs in industry, English teachers have a real opportunity to demonstrate objectively their beliefs that English as a discipline provides individuals with those qualities which make for leadership.

Many students of English will take advantage of the opportunities offered by business. However, many other students of English will be needed to become teachers, on all levels; for the news that business desires persons trained in English will bring many new students to English departments all over the country. We teachers of English need to realize that our research, our teaching, our study, ought to be publicized. If we feel that we are neglected in the world today, we have not realized that the ivy-towered position is gone forever. We must wake up to the needs of the world in which we live, and we must meet those needs which no other group of people can meet. Let our lights shine forth, and let us advertise our abilities to the world. Every English Department in the United States ought to begin a policy of establishing contacts with personnel departments of industries, and to provide definite lines of cooperation with other teachers of English as well as with all other departments which have need for using the English language. Skill in the use of language is "know-how", and "know-how" rules the world today.

CLYDE E. HENSON
Michigan State College
E. Lansing, Michigan

With the aid of Mr. Harold Sponberg, Placement Bureau, Michigan State College, Prof. Henson has compiled the following list of companies who hire Liberal Arts graduates:

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Detroit, Michigan
Mr. Lewis G. Hinchman

Girl Scouts of the U. S. A. (Women)
Chicago, Illinois
Miss Mary R. Daily

(Additional names to be added to this list would be welcome.)

(During the summer, probably from June 21 through the middle of July—Prof. Henson is to direct a workshop in "Problems of Teaching English," at Michigan State College. Although the English Department will handle the work, graduate credit (five hours for three weeks' work) will be granted.)

Personals

T. M. Pearce is now on leave for three or four months work at the Huntington Library. His address: The Athenaeum, 551 South Hill St., Pasadena 5, Calif.

William B. Robertson, chairman of the department of English at Concord College (Athens, West Virginia), has been elected president of the newly formed organization of College English teachers of West Virginia. Other officers: E. L. McCormick, Bethany College, vice president; Nadine Page, West Virginia University, treasurer. The executive committee: E. Miller, Glenville College; J. P. Brawner, West Virginia University. At the first official meeting of the association (Nov. 15-16, Weston, West Virginia), Prof. Robertson spoke on "What the High School Graduate Should Know about English."

Theodore Hornberger (Minnesota) is on a ten-month visit at the University of Brazil, Rio de Janeiro.

The Twayne Library of Modern Poetry announces the publication of *from time to time*, John Ciardi's fourth book of poetry. List Price: $2.50 (Twayne Publishers, Inc., 42 Broadway, New York 4, New York).

The new dean of the College of Arts and Sciences at the University of North Carolina is Prof. Clifford P. Lyons, formerly head of the Department of English. He has succeeded Prof. William Wells, of the same department, and he took office the first of February. Prof. Wells resigned at the end of his five-year term, though repeatedly urged to stay on, and was immediately elected to the newly created office of Chairman of the Faculty.

Thanks to Carl Lefevre, John Waldman, Dean Rondileau and the Production Department of Pace College for supplying the attractive CEA signs used at Detroit.

Sister Agnes Kathleen, present Dean of Studies at College of Great Falls (Montana) has recently completed requirements for the Ph.D. in English. During the spring quarter (beginning March 15), she will teach courses in Milton and in the survey of English literature.

Clara Young is doing graduate work at the University of Conn.

Mary Jane Loso is taking several courses at Columbia University.

"...Something like the animus and determination of the 'New Linguisticians' may still be required to dislodge the traditionalists from their entrenched positions."—CARL LEFVRE (in *Strictly Confidential*, daily staff newsletter of Pace College)

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CEA Regional

NYCEA

Annual meeting, April 5, University of Rochester. Dr. Mary Marshall (Syracuse) will speak at afternoon session on "Twentieth-Century Approaches to Shakespeare." Sanford Meech, regional vice president, will speak at conference dinner.

Penn. CEA

Spring meeting, April 19, Franklin and Marshall College. Local chairman: Kenneth Longsdorf.

NECEA

Spring meeting, May 3, Trinity College. Local chairman: Ralph Williams.

Indiana CEA

Annual meeting, Hanover College. Program chairman: Richard Crowder (Purdue).

Friday, May 16

3:00-4:00 Registration Reception

4:00-5:30 First session (titles tentative)

"Emerson's American Scholar Today"—Paul Cundiff (Butler)

"The Devotional Donne"—Herbert H. Umbach (Valparaiso)

"The Diction of Eliot's *Four Quartets*"—John Frederick Nims (Notre Dame)

"William Carlos Williams"—Robert Liddell Lowe (Purdue)

5:30-6:30 Free hour

6:30 Annual dinner. William Carlos Williams, speaker

9:00 Coffee hour (with Williams)

Saturday, May 17

9:00-10:30 Discussion groups

General Topic: "Favorite Teaching Devices"

1. Freshman Composition—leader, Philip Wikelund (Indiana)
2. Creative Writing—leader, Raymond W. Pence (DePauw)
3. Fiction—leader, Alvin R. Rolfs (Purdue)
4. Drama—leader, Elijah L. Jacobs (Franklin)
5. Poetry—leader, E. Merrill Root (Earlham)

10:30-10:45 Report of the Committee on College-High School Articulation

10:45-11:45 Annual business meeting

Adjournment

Mich. CEA

To Members:

We are planning a meeting for the Michigan CEA in the spring.

The question: What is the place of higher education during this phase of the psychological warfare? We of the English Department should recognize this question as one to which we have some of the answers, perhaps more of the answers than any other department. The constant curtailment of hours allotted to English studies in many colleges is a matter we may well take into consideration. Since language is the most effective of psychological weapons any condition which tends to weaken its effectiveness must be a matter of grave concern. Recent articles in many magazines of general circulation show that the public is partially aware of what is happening in many fields of the English studies, though it may not be alert to all the implications. Can we take advantage of this opportunity to show how essential every phase of English studies is in waging this new type of warfare?

One method of waging this war seems to be the inculcation of a disrespect for words. This takes on several aspects; the two most commonly practiced seem to be debasement of words by using them with no respect for exactitude of meaning, and the deliberate misuse of them in a double talk so that they become weak in their meaning because the meaning is so diffused. Would you be interested in working up a weapon to offset this phase of psychological warfare?

It seemed to me this would be a very helpful contribution from those whose interest is primarily linguistic.

Another phase of the psychological warfare seemed to be the tendency to rouse doubt concerning the validity of all ideas based on respect which human beings should have for other human beings. I am not referring to racial, economic or religious prejudices, but to basic human relations when people are confronted with essential human problems.

In all countries and all times these have been the material of literature. Would you be willing to work in a group whose problem would be to show that literature as well as the social sciences can be basic to the study of human relations?

Those whose interest is primarily historical or critical might well work here.

Another weapon wielded in this psychological warfare is the glorification of material good and the inculcation of an idolatry for ease and comfort. To offset this there is a growing interest in spiritual values. Yet, there is in many colleges a tendency to belittle courses in literature as having little functional value when compared with the high usefulness of social sciences.

Would you be interested in analyzing the literature courses offered in your college to make clear that spiritual values are served by them and that in psychological warfare spiritual values have a very high functional purpose?

These are only three of many possible approaches to the place of the English studies in the psychological warfare with which higher education has admitted a deep concern. Will you work with us in one of them or suggest one in which you are more concerned and present it in an informal way at our spring meeting?

The idea of the program is no formal papers, much informal discussion; perhaps a morning of group meetings, an afternoon of panel discussion, surely a luncheon.

KATHRYN ROBB
(Program Chairman)
Marygrove College
Detroit 21, Mich.

FSU FELLOWSHIPS

The Dep't of English of Florida State invites qualified students working toward the M.A. or Ph.D. degree to apply for Graduate Assistantships. For nine months work these assistantships pay from $500 to $1500, according to the qualifications of the student and the amount of work assigned. An additional amount sufficient to cover any tuition fees may be granted. Students with the M.A. degree are given preference.

Applications are to be made by April 1. Later applications will be considered if vacancies remain. Appointments will ordinarily be made by Apr. 15 to take effect at the beginning of the fall semester.

For application forms and information, write to: W. H. Rogers, Head of the Department of English, The Florida State University, Tallahassee, Florida

TCCTE

The annual meeting of the Texas College Conference of Teachers of English will be held at Hotel Adolphus, Dallas, Mar. 29. Among the national CEA officers attending: Ernest E. Leisy (past pres. TCCTE) and Autrey Nell Wiley (pres. TCCTE). Guest Speaker: Howard Mumford Jones. Max Goldberg invited to attend, but doubts if he can. Program chairman: Stewart Morgan (Texas A. and M.). Vice president: J. Q. Hays (Texas A. and M.). Sec'y-treas: Margaret Lee Wiley (East Texas State). Councillors: L. N. Wright (Southwest Texas State), Jane Etheridge (Kilgore), George Bond (SMU).

The national CEA secretary has visited Georgia Tech and the Florida State Univ., where he was luncheon speaker at the second annual meeting of the SECEA. He has represented the Association at the annual meeting of member organiations of the Amrican Council on Education. Conference theme: "Education and National Security." He has served as group recorder at the Third National Conference of the U. S. National Commission for UNESCO, Hunter College, New York City. He reported the discussions of a work group on International Relations in General Education at the college level, under the sponsorship of the ACE. Dr. Francis Brown, ACE staff associate, was group leader. The ACE is distributing copies of the report to members of the group. Dr. Brown has called the report an "excellent job, both in analysis and synthesis."

"My gosh but you got that letter of mine into print in a hurry. I wish I had that much speed at my command with PMLA.....

BILL R. PARKER.

SECEA ELECTIONS

About seventy-five delegates attended the second annual meeting of the SECEA, Florida State University (Tallahassee), Feb 22-23, 1952. Newly elected officiers: Edward Foster (Georgia Tech.), pres.; Paul Haines (Alabama Polytech.) first vice pres.; Celeste Wine (Winthrop), second vice pres.; Sarah Herndon (FSU), sec'y-treas. Advisory Board: Calvin Brown (U. of Ga.), Margaret Trotter (Agnes Scott), Edgar E. Stanton, Jr. (Converse), James M. Lolbert (Florence State Teachers' College, Ala.), Nathan C. Starr (Rollins), ex officio. (List incomplete)

Outgoing officiers: Nathan C. Starr, pres., Edward Foster first vice pres.; Paul Haines, second vice pres.; Sarah Herndon, sec'y-treas. Outgoing advisers: W. H. Rogers (FSU), H. M. Cox (Clemson), P. P. Burns (Howard College), Harry R. Warfel (U. of Fla.), George de Schweinitz (U. of Ala.).

APRIL CRITIC SUPPLEMENT

By courtesy of the MLA and with the cooperation of Bill Parker and John Fisher, the April *Critic* supplement will be a reprint of three addresses presented at the MLA General Meeting, Detroit, Dec. 1951: "The Pure Flame", Harlan Hatcher; "Our Ph.D.'s —Where Do They Go From Here?" by Warner G. Rice; and "Double or Quits", by Stanley Pargellis.

Received—With Thanks

Education and National Security published jointly by the Educational Policies Commission and The American Council on Education, Washington, D. C., Dec. 1951.

A Critique of "Education and National Security" issued Jan. 24, 1952 by the American Council of Learned Societies.

A second article by Donald J. Lloyd is appearing in the *American Scholar*: "Our National Mania for Correctness," in the Spring issue. Dr. Lloyd has been appointed to the Editorial Advisory Committee of *American Speech*.

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